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ABSTRACT

A collection of papers presented and summaries of discussion groups of a conference on community/junior colleges is presented. Contents are a preface, welcome, three papers, recommendations from work groups, a conference summary, and a list of participants. The papers are as follows: "Nature of the Two-Year College Program and Implications for Transfers," Marie Y. Martin; "Managers for Learning," Edmund J. Gleazer; and "Effective Planning Among Program Areas in Two-Year and Four-Year Institutions," E. C. Stimbert. Represented at the conference were 49 institutions of higher education, the Tennessee State Department of Education, and five other agencies. (CK)

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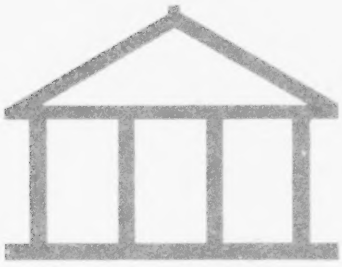
PROCEEDINGS

CONFERENCE ON THE COMMUNITY/JUNIOR COLLEGE

APRIL 27-28, 1972, THE UNIVERSITY OF TENNESSEE AT KNOXVILLE



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Preface

April 27-28, 1972, The University of Tennessee at Knoxville

Two decades ago many community/junior colleges were engaged in the process of establishing identity as legitimate collegiate institutions. The commitment to the general concept of universal access to higher education brought forth many critics as well as prophets of doom. Even today there are those who seriously question the feasibility of the broad purposes embraced by the comprehensive community college. However, there remains little doubt that this rapidly growing institution has established itself as an important part of the collegiate scene in the United States.

In 1972 approximately 50 percent of all college freshmen in the United States are enrolled in two-year institutions. Several studies indicate that graduates of community college transfer programs enjoy a level of success in four-year colleges and universities that is equal to that of their counterparts who entered the baccalaureate institutions at the freshman level. Graduates in vocational and technical programs are in demand and are being well placed in business and industry. Faculty, administration and supportive staff of most two-year institutions are enthusiastically engaged in an exciting educational enterprise. This excitement has spread beyond the two-year campus.

The Department of Continuing and Higher Education and many other units of The University of Tennessee have confidence in, and commitment to, the community colleges in our state and region. The second annual University of Tennessee Conference on the Community/Junior College represents a truly cooperative venture. Representatives from the Community Colleges, the State Department of Education, private colleges and from more than 20 departments within UTK have been engaged in program planning and participation in this conference. Individuals from the United States Office of Education and the American Junior College Association have enthusiastically supported this activity. The quality of the papers presented and discussion group summaries provide ample evidence of the importance of such a cooperative experience.

We have been delighted with the attendance and pleased with the high level of participation. Special recognition is offered to the planning committee and to the numerous graduate students who have been very much involved in the 1972 Conference.

William H. Coffield, Associate Dean
Graduate Programs, College of Education
Head, Department of Continuing and Higher Education

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Welcome

One of our major concerns here at The University of Tennessee at Knoxville, is to develop more fully the role and scope of this campus as part of the state-wide system of higher education. We have spent considerable time in recent months with various committees and groups on campus discussing the appropriate place of UT Knoxville in the total scheme of higher education in Tennessee. It is quite clear that there are two areas we need to develop more fully and perhaps move into more aggressively. The first is graduate education and research. In the graduate education area, as all of you probably know, this campus has a well-developed program, offering about 130 master's degrees, and about 45 doctoral degrees in the various disciplines and areas of specialization. Also as most of you probably know, a large research effort is sustained here on campus. Although there is rather ubiquitous disaffection with research in the larger society, its importance as a function of an institution of learning is undiminished. There is not the same appreciation, the same sense of urgency, or the awareness of the essentiality of research as has characterized other periods of our history. We must remind the larger society that investments in research today, although they may seem to have no immediate value to the problems of the contemporary society, provide solutions for future critical problems we may not today foresee or understand.

Given the nature of the campus, its historical patterns, and the needs of this particular time in history, we believe it is important to continue to develop our graduate and research programs. In doing this, we recognize full well how necessary it is that we change and rearrange the priorities heretofore manifested in our graduate programs. Circumstances are changing rapidly and it is important that preparation programs for the various disciplines be on the cutting edge of new developments in the larger society.

While emphasizing graduate education and research, the importance of undergraduate education must be acknowledged. Here at UT Knoxville, we are committed to developing superior quality programs at the undergraduate level. It makes no sense to talk about excellence in graduate education and research, or the ability to perform services which society needs, without first securing the necessary foundations at the undergraduate level.

Finally, we are concerned about building greater public confidence in higher education. Higher education is not among the public's top priorities in Tennessee or the nation. Higher educa-

tion has been conspicuous by its absence in the speeches of political and governmental leaders. All of us have important work to do in re-establishing basic public confidence in higher education. A kind of anti-intellectualism growing out of concern about where science and technology have led us in recent years permeates our society. Nevertheless, while knowing that science and technology can be used for undesirable purposes, we also surely know that they can be used to lift mankind to new heights of achievement and satisfaction. Indeed, it is only through science and technology that we can cope with some of the problems before us.

The problem is yours as much as ours, and we are hopeful that just as we are gathered here in this conference, we can also join forces and create a greater degree of public support for higher education in our state.

Archie R. Dykes
Chancellor

Nature of the Two-Year College Program and Implications for Institutional Transfers

MARIE Y. MARTIN
Director of Community College Education
U.S. Office of Education

For years we have had a more-or-less informal, hit and miss, and sometimes bickering attitude and action on the subject of articulation.

Up to now that articulation and acceptance of transfer credit have been the problem of the community colleges. The four-year institutions, as the receiving agencies, have too often assumed a neutral stance, or thrown blocks in the way of what has been referred to as the most disadvantaged student in America—the transfer student.

The problem is easing somewhat as trends in higher education are becoming increasingly obvious.

I would like to discuss some of these trends with you, give you a brief overview of the community colleges as I have studied them in 32 states, and build a bridge of closer cooperation with you on this continuing problem.

Trend number one is the growth of the so-called non-traditional colleges and universities. Institutions—if we can refer to non-campus colleges as institutions—like Empire State College and the University Without Walls in New York are typical. We also, of course, have the new concept of the external degree program where students may have several options on getting a degree without spending time in a classroom.

Trend number two is the drop in enrollment in the four-year colleges and universities. We know that the young people who will go to college for the next twenty years are already born.

We also know that the birthrate continues to drop month by month.

The "five years of age" population in 1969, according to Allen Cartter, writing in *The Research Reporter,* was 12% below the 1965 level. Therefore, we can assume that college-age students in the 80's will be down 12%.

Four-year colleges and universities experienced a reduction in their projected enrollments in 1971.

The University of California, with its nine campuses, had projected a growth of 4,000. There was no increase.

The college-age population in Illinois dropped 1%. Yet the University of Illinois experienced a 5% drop in enrollment.

South Dakota had an increase in the college-age youth, but the enrollment dropped 2%.

The enrollments in the community colleges increased 10.9% in the fall of 1971.

From all available statistics, it now appears that enrollments are going to decrease in the 80's.

We have been citing information on the typical college-age population. However, another trend, the return of married women, veterans, and older people who come back to college for upgrading of skills and, more important today, for upgrading in the academic field (many of these people already have one or two degrees), may offset some of the enrollment drop.

As I cross the United States, I find community college after community college with a student body whose average age is 25.6 years.

The "typical" student as we have defined him or her in the past no longer is in the majority.

I would not want to leave you with the impression that the process of change in the student body is complete. Frank Newman, in his *Report on Higher Education, 1971* states: "Despite the growth in the proportion of the population going to college, traditional and artificial limits persist as to when in a person's life he may be a college student, and as to what type of person meets the established requirements."

Some of these, I have noted: the woman, the veteran, the older person. Add to that list minorities, the economically disadvantaged, and those who must attend on a part-time basis, and those who can attend only in the evening.

A third trend is that the place of higher education as top priority item is being eroded as other social problems surface.

Drugs, child care, the problems of the aging, transportation, urban problems, medical care and insurance, environment, hous-

ing, and a host of other social concerns are beginning to compete for both state and federal dollars which education also needs.

The fourth trend is an acceleration of an old problem, rather than a new trend. It is the number one problem in every state, and unless Tennessee is very affluent, it is your top problem—finances to run the colleges as well as the public school system. We may expect this crisis to remain with us.

The private colleges and schools have already faced it. Some have closed and more will, notwithstanding the fact that some have become public, there have been mergers, some one-sex colleges have gone co-ed, and the staffs and the curricula have been curtailed.

The increased pressure for public funds for private education is gaining ground. The philosophy of diversification in the types of post-secondary education is also prominent. Both of these facts will reduce the amount of money available for public colleges.

A fifth trend was pointed out recently by representatives of the Educational Policies Research Center in Syracuse, and that is the increase in the proprietary schools. The reason given for this is that students are not interested in the liberal arts, they are interested in jobs. As students assess their college education in terms of the loss of income while they are in college, going full-time, taking subjects which may not have any immediate significance to them, they begin to realize that it isn't only the tuition and other costs which make education expensive, and they opt for specialized schools.

Up until a few weeks ago, we thought we were overcoming the disillusionment of both our politicians and our public as peace was restored to our campuses. Even though we may be able to overcome this disillusionment, our politicians know enrollments are off, and the likelihood of increased state aid is reduced.

The next trend I will mention is the increasing centralization of power and influence in legislatures, in coordinating councils within the states, in the governors of the states, and in other state-wide governing bodies.

Time was when we went to the legislators, made our plea for funds, which we received some of the time, and that ended the control of the legislators. Now we are finding some state-mandated legislation; the state-wide governing boards are setting tuition rates, admission standards, approving sites of new campuses, yes, even approving majors and new curricula.

Governors are appointing task forces to teach the educational bureaucracies a lesson in saving public funds. A task force in one

of the states close by recently attacked these problems and came up with suggestions on how to reduce costs. It asked:

1. Why have several libraries when a central library can better serve faculty, students, and the general public?
2. Why have 11 employees stand watch over an automatic dishwasher which can cleanse 9,300 dishes an hour when the college uses no more than 2,000 dishes an hour, including dessert?
3. Why can't jobs, bureaus, and responsibilities be realigned, and why can't those expensive high speed computers do more work?

This committee also recommended a two-year freeze on all appropriations for present and future construction at all colleges and universities. It recommended that increased state aid go directly to students and recommended decreased appropriations to state supported schools.

And, it recommended that the authority of the State Board of Education be substantially increased.

The states may well be building a bureaucracy that will remove local control from the community colleges, technical institutes, and universities.

The trend toward state-wide planning—even regional planning—is here.

If certain legislation now before Congress is passed, there is a likelihood that, in order to get federal funds, a state-wide planning board will be required in order to submit plans along with the Request for Federal Funding.

If I reflect the feeling of Washington, the last trend I will mention is that of accountability. We go through cycles in this country and some of you recall the Department of Defense's Planned Program Budgeting System which the colleges have approached with less than enthusiastic involvement, the Management by Objectives program, with which our faculties aren't too enthralled, and others. However, the importance of some sort of accountability is rising in the minds of both state and federal governments.

The rise of management firms, the proliferation of management consultants, the increase in the number of projects arriving in Washington for federal funding to teach us how to manage our colleges—all of these indicate a feeling that there is going to be a need for accountability and no longer can we account by input. Accounting by output is quite a bit more difficult than is the measuring of how many faculty teach a certain number of students, or the number of degrees earned, or any number of other measurable units with which we have always worked.

Those trends represent some of the reasons we need to work together, or fail separately.

Now for specifics about the community colleges.

When I refer to community colleges, for the sake of brevity, I include the public and private so-called two-year postsecondary colleges, the technical institutions, and the growing number of special proprietary post-high school institutions which are achieving accreditation status.

There are more than 600 public community colleges, 250 private and/or denominational junior colleges, 1500 technical institutions, and an unknown number of proprietary schools. All of these are taking care of millions of students who want less than four years of post-secondary education.

What is a community college?

It's a diversified education phenomenon.

It's people of all ages going to college to get what they want. It's the drop-in student who long ago rejected the idea that you go to school in a lock-step, K thru 14, and the college transfer who takes what he needs to transfer to a particular 4-year college and rejects our graduation ceremony where he gets an empty diploma case.

It's people who read the ads that say you need a college degree to get a job—and people who read the scholarly works of our research institutions, and our Department of Labor, and learn that only 20% of the jobs on the market require a college degree—but who find, when they apply for a job that 80% of the employers who do the hiring require that degree.

A community college, like a four-year college, is full of credential-oriented individuals who know that in order to get ahead in this world, you have to have a piece of paper to certify you are qualified.

A community college is an outreach program—with its classes offered from 7 a.m. to 11 p.m.—with its weekend college, its mobile units going into the ghettos, its store front classrooms.

It is an institution that frequently starts its work in abandoned office buildings, old restaurants, and temporary bungalows, which become part of the permanent facilities after 20 years of being regarded as temporary.

It is community oriented and relies heavily on advisory committees from its communities to help set up curricula and determine what goes into those curricula, and help the dean of instruction phase out obsolete courses over the protests of specialized faculty who feel the college is for them rather than for students.

It's a faculty, most of whom are willing and eager to take the type of student who comes—the minorities, the older woman who is returning to school, the mobile population which migrates from college to college.

It has some who are status conscious, who prepared to teach English literature at their alma mater, and find themselves teaching remedial English, or courses in how to read.

It has faculty who have their various degrees and credentials and want to be known as professors; it has many more who have those degrees and are content to be college teachers; and it has specialists from agriculture, business, industry, the professions, from bureaucracies and government, and from the military, who teach part-time.

It is students who come out of high school and go to college because of parental pressure or because it's respectable to go to college and not so respectable to be unemployed.

It's students from four-year colleges and universities who for dozens of reasons transfer to the community college. Some states are reporting that more students are transfering from four-year colleges to the community college than from community colleges to senior institutions.

It's the veteran living on a GI bill.

It's the minority groups in increasing numbers who find it more comfortable to self-segregate and eventually integrate on a community college campus than on a senior college campus.

It's thousands of career-oriented courses taken by students who find they can mix a vocation with academic education.

It's an institution which has more male faculty than female—but more female than the senior colleges have.

It's an experimental phenomenon which is beginning to rely heavily on Learning Resource Centers to help them teach students how to learn.

It's the institution which in some states is now handling the majority of the lower division students.

It's the institution which looks at its community and offers courses to keep its young and older people employed in that community:

Welding class, Anchorage, Alaska: developed machine weld which will be used on those pipes that will bring oil across the Alaska tundra.

Kapiolani Community College and New York University: Restaurant and Hotel Management programs are underway, with students going out for initial jobs at $8,500 to $10,000.

At Navaio Community College, basket weaving is taught, a craft which provides a good living for the Indians and baskets for the tourists.

In community colleges in Colorado and California, horse-shoeing is taught. It is a most lucrative occupation.

And 50 states offer allied health programs in nursing, inhalation therapy, dental assistance and all the other dental programs, physican assistance, etc.

In Oregon, lumbering is taught by the community college in a Weyerhauser plant.

It's an institution which borrows some of the old and much of the new. From the senior institutions we have borrowed the idea of credit by examination as well as the first two years of academic offerings, because the senior institutions control what we offer our transfer students. We have also borrowed your organization structure.

It's an institution which has boasted of the open door— like the Statue of Liberty we welcome the tired, the poor. We also welcome those who have never done anything to make them weary, and we welcome the rich. We welcome the

Chicana from her brown ghetto who speaks no English, and the black from his ghetto who is bilingual—using our lanuage when he speaks to us and his own language when with his peers.

It's an institution which offers duplicate programs day and evening for those "new" students who are returning to college, or entering for the first-time on a part-time basis.

It's a college that's finding that only a few students are interested in intercollegiate football, and many are demanding that all that student body money which has been used to suit up and support 44 football players be used for tutors and scholarships for minorities and the disadvantaged.

It's a place where only a small percentage of the students vote in student elections and whose student body government (what there is of it) is run by the older student who may be having his first and his last fling in politics.

It's an institution whose golden age is here.

The community colleges are willing to try the untried. We are attempting, in our comprehensive approach, to create multiple options for those who attend. We have found it works to teach both vocational and academic courses on the same campus.

Some progress is being made in articulation. For example:

Washington State University will grant credit for junior standing to all students who hold an Associate in Arts or an Associate in Science Degree from any of the 26 community colleges in Washington. They will also recognize the degree as meeting all general university requirements for the junior level.

The State House of Representatives in Hawaii passed S.R. 194 requesting the University of Hawaii to allow maximum transferability of the vocational and technical credits from all campuses—there are six community colleges operating in Hawaii.

If Wednesday's child is full of woe, then our transfer students are Wednesday's children, if we can believe some preliminary work under way on the transferabilty of courses. A committee of federal agencies is working on this problem.

At the beginning of these remarks, I mentioned the Newman Report. Task Force Number One produced this report in March,

1971. Task Force Number Two is now working on recommendations for the implementation of the report. Frank Newman wants your input. If you want to see the drafts, please let me have your names and I will send them to you as they come to us.
Among the drafts being worked on are the following:

1. A civilian G.I. Bill for community service.
2. Reorienting federal support in graduate education.
3. Statistical information in the field of higher education.
4. Accreditation—whether it has a productive or stifling effect on education.
5. Regional examination agencies to award credentials outside of the traditional education mold
6. Video technology—and the need for software.
7. Institutional missions, with a study of more specialized colleges rather than more homogenization of education.
8. Career education, and how to deal with the split between academic and vocational education.
9. Relationships between and among colleges, state systems, legislatures, etc.
10. Role of women.
11. Regeneration of commitment toward minority education.

Other situations needing attention are:

1. Transfer of students to and from community colleges. Active recruiting of community college transfers.
2. Armed services education program demands. Volunteer army requirement for college level programs. Air force community college. Impact of armed services sponsored and conducted education program on colleges and universities.
3. Officer career plans in armed services.
4. Spouses of armed services personnel.
5. Civilians in armed services.
6. Federal government and its Upward Mobility Programs.
7. Veterans' demands and rights.
8. Women's liberation movement.
9. Minority students and the challenge to standardized tests which they present.
10. Continuing education as a way of life—challenge to the credential and degree path to successful performance on the job.
11. Training by industry, etc.
12. Growth of proprietary schools.

A strong system can afford to change. Let's change!

Managers For Learning

EDMUND J. GLEAZER, JR.
Executive Director
American Association of
Junior Colleges

Community college faculty have little to do, as they see it, with the educational philosophy of their institutions. The signals appear to be called elsewhere—sometimes in a legislative mandate, or perhaps in a state master plan for education, or by some administrative directive with the effect that faculty are to implement the institutional task as defined by somebody else. A sense of minimum involvement in formulation of institutional purposes and goals ripens into perplexity and frustration when the student population appears not to fit traditional collegiate patterns and presents social and educational needs new to the teacher and beyond the scope of his training.

A low key puzzlement was evidenced by a faculty group in a relatively new institution. I asked who ought to be served by the college. The response was "those who are willing to learn but who have not had opportunity so far." A teacher of Spanish and sociology who had been at the college only one year asked whether it was to be a sophisticated place. There is nothing academic about learning to type, he said, or preparing people for menial tasks of that kind. Perhaps the world needs them, he suggested, and maybe we ought to do it, but let's not call it academic. He said that the same thing was true about learning to draw. When you talk about the academic, you are talking about the development of the self.

Somebody disagreed forcefully with the assertion that typing is not as important as physics: "We are a community college and we are here to serve the community, whether it is physics or typing, and if a teacher can't adjust himself to that kind of philosophy then he ought to look for another job." Another person confessed that he had to grow into that kind of attitude, that in

the beginning he did not have that broad view of the work of the institution. Another man in his first year at the college declared, "We really don't know where we are going."

The group agreed that the college needed both transfer and terminal programs, and discussion ensued as to whether these ought to be two separate streams. It was proposed that some mechanism was needed which would permit the terminal student to transfer if that proved desirable. I pushed the questioning at this point by asking, "What about setting up two separate institutions?" They responded by building a case for a single comprehensive institution on the grounds of economy rather than of educational values, i.e., the same laboratories could be used in both programs.

Let's face it, someone said, the community college really is a continuation of the comprehensive high school. I asked how they felt about living with that concept. They thought they could, although one person said, "I can do it, but I do confess that I fall back once in a while."

Repeatedly I was impressed by the intensity of discussion triggered by my questions. Faculty members tended to talk with each other rather than to me. Who are our students? Who should be served by the college? What is "academic"? What is "college-level"? Where are we going? How do we teach at the levels for which we have been trained? Shall we concentrate on the "better students" or on the "poorer" students? "Those questions have been on my mind ever since I have been here," said more than one teacher. Many teachers wanted to ventilate issues and prolems that had concerned them for a long time, and welcomed the opportunity provided by my visit and my questions to talk with their colleagues. Whether it was lack of time, or lack of occasion, there was little indication that those who hold teaching responsibilities were spending much time in a common, general examination of basic educational issues affecting the institution as well as their work. But the concerns are there and they pour out.

A bright young president of a faculty senate in a large, well-established community college recalled his student days in that institution. He was excited by the faculty and he had decided to return to the college to teach. Throughout his college and university work he was an honor student. He came back to teach economics and what he thought would be students of "real professional quality." Now he is deeply troubled. Increasingly, he feels that students are unable to cope adequately with the academic world as represented in his institution. They bring with

them the problems of broken homes. There has been a tremendous increase in other kinds of student emotional problems. They are inadequately prepared academically. That factor, plus the rapid growth of the institution, which resulted in employing faculty with inadequate preparation, has brought the college to a crisis situation. In his opinion "lots of people don't belong here. They don't have the aptitude or interest." He sees them as afflicted with drug problems, poverty, illiterate parents, exposure to all kinds of despair.

"In the past these people were not passed along through the high school, but now they are and they wind up in the community college," he said. "The mean scores on the A.C.T. are falling. We have remedial programs and basic studies programs, but to some extent these are frauds. The whole place needs restructuring. We need to face squarely what is our philosophy. It is not well defined. We have ambiguous goals.

"Young faculty are coming here who are devoted to high standards but they are confused in direction. Pressures are being put on probationary teachers with regard to grades, to lower the standards, to dilute their work, and some of these pressures are put on by the legislature." He feels the failure rate is much too high, that kids who can't read are sitting in the classroom. "It has even been suggested that if they can't read they be given oral examinations," he said. "It is a mistake for the community college to try to make up for all of the ills that these people have suffered throughout their lives."

The diversity was there in earlier years, when he was a student. But then the objectives were different, the pressures of a different nature. The principal aim was to prepare students for transfer, with faculty making the assessments, often ruthlessly, as to the fate of the students. Furthermore, the financial support came primarily from the local level. But now, with the state providing seventy per cent of the financial support, the pressures are on to accommodate even greater numbers of students and abilities.

It was his view that the institution should face the issues candidly, or abdicate responsibility for comprehensiveness. Administrators and faculty need to sit down together, set goals, determine how to achieve them, and recognize that such goals may not be attainable within the present structure.

Another experienced teacher completed a similar interview by saying, "that's the plight of the academic man. I am trying to hold the line because that is the tradition that I have come up under." I asked him what would happen if he could develop a

course that would respond to the varied needs and interests of the students, rather than concentrate on the matter of university transfer. His eyes brightened at this. That is exactly what he would like to do, he said. But, "Nobody has ever told me that I am to change and to do what you suggest."

To say that there is a high degree of frustration evident among faculty members in community colleges would not be an overstatement. Some of it stems from uncertainties or differences of opinion with respect to the educational mission of the college in terms of the people it is to serve. A community college president was quoted by a big city newspaper as saying that his institution was not a Harvard, nor was it trying to be one. Reportedly the comment provoked a great deal of wrath in the community and particularly among members of the faculty, because he seemed to be downgrading the institution. "But," said the director of the financial aids program at that college, "I thought it was a good, honest, and reasonable statement. However, that faculty likes to consider themselves intellectuals, although they are not hired for research and publication. Many do not understand the purpose of the college and their first goal is what they consider scholarship." Regardless of whether her assessment is accurate, it does reflect a commonly found difference in attitude between presidents and teachers.

Frustration is also evident among those who accept the great diversity of students as appropriate to the role of the college. Here the problem seems to be—"how do we do it?" How can this broad variety of humanity with such diversified needs be effectively served?" In calling for a collective approach toward problems of this kind there is another factor with which to reckon. Community colleges are characteristically commuting institutions. This situation affects not only student relationships and student life within the institution but it bears on how faculty relate to each other. In one large city, for example, the community college population comes and goes almost constantly from 8 in the morning until 10 at night. It is a highly diversified community of comparative strangers representing the entire metropolitan area. The faculty are a widely dispersed group of people coming together for a few intensive hours, then departing for homes or jobs elsewhere. Nearly one-half of them have worked together one year or less. In addition, there are 266 part-time faculty members who work or attend school elsewhere most of the time. A survey of full-time faculty home addresses showed that they were living in 31 different postal zones within the principal ZIP area, and in 18 ZIP areas further away. *Two* faculty members lived within

walking distance of the campus. The college ombudsman reporting these facts to me said, "Obviously this is a setting in which lack of communication, understanding, oversight, and a general feeling of estrangement from one another can be expected to generate problems." In this kind of setting corporate faculty life may be almost non-existent. Under these circumstances a sense of collegiality is difficult to achieve. It is not easy to develop mechanisms for common approaches to issues of institutional philosophy. However, the level of frustration is rising high enough to insist that, even in the face of extreme pressures, problems long existent but deferred be dealt with now. Teachers told me that there has always been a variety of students in community colleges and that the needs of many had not been met, simply because the pressures to do so were not strong enough. Now, however, many conscientious faculty members appear to be wondering whether they can teach at all. As someone said, "now they have got to fix it." To "fix it" may well require a special kind of teacher, one who is different from the conventional college teacher in a senior college or university. My general impression of faculty members is that they are sincere, dedicated people, most of whom are uncomplaining about the kind of task shaping up for them, but who are deeply concerned that their skills do not match this changing, most complex, educational assignment.

What does it take? What qualities does community college teaching call for? A dean answered those questions by describing the task to be performed: "The community college with open admissions policies has a large enrollment of educationally disadvantaged students with substandard academic skills and weak motivation for conventional academic learning. Conventional instruction, with lectures, competitive testing/grading, and research papers, may be an adequate approach for the typical teacher in a senior college or university, but in the community college, instruction based on the 'academic production assembly line model' is detrimental to the student, as evidenced by high failure and drop out rates. Community college students with undeveloped academic skills and non-academic skills and non-academic motivational styles need reinforcement of personal development before they can function effectively in a conventional academic setting. Traditional teaching, with its tired lecture-listen-test approach toward pumping data into the student, is clearly antiquated, if not Stone Age instruction, for many community college students who are academically disadvantaged."

As has been implied, the qualities looked for in a community college teacher and hence the kind of training appropriate, directly relate to what the teaching function is going to be. It is at this point that severe tensions are developing between faculty and administrative personnel in a number of institutions. The expectations may differ. The duties of a teacher are defined by a president in the following way:

"Contributing to the development of an academic environment on campus. Assisting in development of educational policies, innovative programs, etc. Participating in plans and preparation for North Central Association review. Participating in the development of co-curricular activities. Participating in developing research proposals and related activities. Participating in seminars to upgrade or update professional skills, etc. Preparing proposals to secure government and foundation funds. Encouraging student-faculty interaction under informal circumstances. Visiting other campuses and cultural centers and making other field trips with students. Serving as a professional authority in the community. Analyzing community needs, becoming involved in, and sensitized to, the community's problems. Evaluating library offerings and preparing book acquisition lists. Attending programs of the college. Participating in the academic advisement of students. Planning the teaching environment."

The president thinks it is going to be necessary to redefine the function of a faculty member in these broader terms. On the other hand, the faculty union has negotiated a contract which calls for 12 student contact hours per week plus three additional hours on campus. The president aserts that "Under no circumstances can 12-15 hours per week of service be considered full-time. Such a definition would be immoral, if not illegal, and probably both."

Obviously these perceptions of faculty responsibility differ substantially. Whose concept will prevail? That issue has not been decided. However, I heard many references to the importance of qualities like the following:

1. The ability to relate effectively to people from different cultural and socio-economic backgrounds and to be in touch with the community the college serves.
2. Work experiences beyond the academic field.
3. The ability to keep up in the teaching field.
4. Competence in the "individualization" of the learning process.

To Relate to People from Other Backgrounds

Twin factors heighten the need for faculty who can identify with and understand the student in a social environment: the emerging concept of the community college as a community-oriented institution, and the diversity of student needs which requires a diagnostic, individual response. The reference point becomes the student in the community rather than the academic discipline or academic divisions or departments. College resources of personnel and materials become a part of that environment in order to supply opportunity for stimulation of new patterns of learning. Learning continues at the college. It does not begin there. The level of effectiveness, as represented in changed attitudes and values, new skills and concepts, is related to linkages with previous learning. A base of common experience can facilitate teacher-student communication. There is need to talk a common language. The teacher may know the student language as a result of his own early experiences, although he can forget and may need reminding. Or, if he has the capacity, he can learn to be bilingual and bi- or multi-cultural. For people who would teach in community colleges today, I heard many say, these cross-cultural skills are equal in importance to competence in economics, political science, biology, or electronics.

Experience Beyond the Academic

"He stood up on that stack three hundred feet up in the air and did the welding for himself. He has been there. He didn't learn welding from somebody at the state university who learned it from somebody else at the state university." Thus the point was made for work experience beyond the academic in the background of community college teachers. If they have never known failure, if their experience has been limited to the academic world, can they deal with a diversity of talent? Will they have feeling for students? These questions were asked frequently by students and faculty. The career ladder for a teacher often consists of a series of academic experiences. He does well in high school and college, and tends to enter graduate school for preparation as a teacher without interruption for other vocational activities. He knows the world of the classroom and laboratory, books and tests. He has mastered the system, that system. What appreciation does he have for the large number of community college students who come from a different world, who have mastered other systems but initially are ill at ease and "not at home" in the college setting? Community college students are calling for teachers who have had a variety of experiences, who

know the world, who have experienced more than an academic life. To qualify for a teaching post in the technical colleges and institutes of Wisconsin requires work experience. This might be expected of those who are to teach vocational-technical courses. But the requirement applies also to those who teach in the general educational fields. There is broad support for the idea that teachers are better in their jobs as a result. I am not ready to propose a work experience requirement for a teacher credential. Military service requirements and world travel are becoming more common for recent college graduates before they enter teaching responsibilities. However, I would strongly suggest that experience beyond the academic field might prove valuable to the faculty member who wishes to relate to students who are practical, literal-minded, and interested more in performance than in philosophy.

Ability to Keep Up in the Teaching Field

Community college faculty are confronted with an impressive set of demands:

—Learn how to teach
—Keep up in your field
—Study sub-cultures
—Change your attitudes toward students and the academic processes

Some of these are self-imposed and stem from an impression that their professional training had been deficient because it had not prepared them for what they were doing. Critical of graduate schools because of programs that did not relate to the actual requirements of community college teaching, they were equally critical of their own institutions for providing little opportunity to rectify those deficiencies. They asked for specialists to be brought in to work with them. "We know our own specializations," they said, "but we want systematically to be taught to teach. Industry has experts who come in to help solve problems. Why can't the college do this?" A president supported that need. There were 3,500 applicants for 60 teaching positions at his institution. Faculty members are involved in the screening process so he thought chances were good that they would get people who are philosophically committed to the learning approach utilized at that college. But, he said, "They don't know how to do it. They have to move away from the dissemination role, to which they are accustomed, to that of "manager." He is convinced that more and better in-service training than ever before is essential.

And many faculty agree. They assert that it is necessary to get people who are ready mentally to bring about change, people who are honestly committed, who see the needs and who are ready to devote time and energy. But, one of the big problems is that the institution cannot close down to retool the way an automobile plant can. There is need, therefore, for an ongoing problems clinic where people who are presently involved in the learning process are able to avail themselves of resources to help them solve professional problems. I detected in many places a strong feeling that a structured pre-service program is not viable when contrasted with in-service training for people in the middle of problems and highly motivated, therefore, to seek solutions.

Clusters of community colleges are stepping up in-service training under provisions of the Education Professions Development Act. For example, in this state where the community colleges are newly established, six-member faculty teams are brought together from nine institutions to study the problems involved in teaching high-risk, low achieving students. A consortium of five community colleges and the University of California are assisting faculty to qualify for assuming broader kinds of new administrative responsibilities coming their way, for example, in evaluation and staff selection.

The Coast Community College District in California offers a Faculty Fellowship Program which encourages developmental work toward improving learning experiences. The district establishes a fund each year to finance instructional and research projects conducted by faculty, either individually or in groups. Funds may be used to provide supplies, minor equipment, and assistance to those with projects upon which they desire to work. Further, funds may provide for time released from a faculty member's regular assignment, involve overtime pay, or provide for a summer job. An example is a project which is to result in a complete audio-tutorial, multi-media approach to the teaching of physical science. The completed course will provide students with a general survey of the physical world around them in a far more stimulating manner than possible under present conditons.

Notable national leadership has been demonstrated by the state of Florida in directing to staff development five per cent of the amount of money made available from the state for the minimum foundation program. This amount means five per cent of the instructional budget. This arrangement is excellent, and ought to be available in other states.

Roger H. Garrison, in his 1967 study of community college faculty members, found that the most frequently expressed need

was that of "time for renewal, time for professional refreshment." I found that same desire. There was repeated reference to the "need to go back occasionally." Usually that meant back to the university. After probing that matter, however, this did not appear to be the most productive possibility; it was usually the simplest to arrange and it provided the credits necessary for a step up on the salary schedule. But many faculty thought other experiences could be more beneficial. National Science Foundation institutes were judged as helpful. However, most welcome would be opportunity for faculty to work with people in industries related to their teaching fields. A teacher of physics thought it would be great to work in optics as a physicist, that he could learn so much more than just theory, or to have opportunity to work with the physics of the medical field. Teachers want to keep alive professionally, and they believe the best way to achieve this goal is through linkage with industries related to the various professional teaching fields.

A teacher of business economics at Mesa College in Arizona participated in a program initiated by the Maricopa County Junior College District and Valley National Bank. The teacher spent the summer as a bonded employee of the bank, a modest salary was paid, and the teacher was granted the maximum allowable credit toward professional advancement by the college district. The program was built upon the expectation that actual business experience would improve classroom teaching. Numerous teachers have expressed deep interest in programs of this kind and these may represent a way of professional development just as significant to the community college teacher as further graduate work.

A large proportion of community college teachers continue graduate programs beyond the master's degree level. Salary and tenure requirements may provide at least partial motivation for this interest. However, of those who are continuing, sixty per cent are in doctorate programs and the question must be raised whether the conventional doctorate program is the most effective means by which the community college teacher enhances his competence. Some people never seem to get out of the educational field. They are always talking to educators. Would there be greater value to make it possible for the faculty member to change his environment for a year, to go to work in business and industrial fields or in the community life which the college seeks to serve in its various programs? Alternatives are needed to formal graduate programs—alternatives that relate to the nature of the community college teaching task. Regardless of how it is done, in-service training and provisions for professional renewal are

among the most critical needs in the community college field. A complex, dynamic, and emotionally wearing profession entails expenditures of the teacher's intellectual resources that must be acknowledged.

"Individualization" of the Learning Process

An experienced teacher with a Ph.D. degree and several books to his credit alluded to something that was hinted at in several institutions. He asserted that there have always been students who have required a different kind of approach but two things have changed—the institution, which is at last finding out that these people actually exist, and society, which has made a similar discovery. It is going to be necessary to deal more and more with students on an individual basis, and to think in terms of that student's own academic achievement. "It does not demean me as a teacher to speak with people who have what might be considered inadequate backgrounds in the field. They come to me for learning and it is not important whether they understand it immediately or take a little longer." He considers the "output" to be much more important than the "input." By the time the student leaves the institution, particularly if he transfers to another college or university, he needs to reach a level of performance which would predict success at that other institution, even though with some students this is going to require more time than for others. Sophisticated, capable, and with credentials to gain access to teaching posts in almost any college or university, his closing comments were "it takes a great teacher to teach in a community college. The purposes have been determined by the founders. They are reasonable. Change takes time. Moreover, people ought to take the objectives and purposes of the institution into consideration in determining their own professional interests."

A college president called for "liberators." "We need anti-remedial innovators. We cannot talk about bringing people up to snuff. In many respects these people are already up to those levels or beyond."

Students second the motion for change. "The teachers dig authoritarian roles. They really like that business, standing up there in front of the class. And so may some of the students like that approach. They don't have to think things through themselves. You are called upon to recite. That word recite should have been long gone."

In some instances teachers recruited from elementary school backgrounds have apparently been successful in community college teaching. They are reported to evidence flexibility as well as

subject matter awareness which cuts across several disciplines. Because they have been trained to start with students "where they are" they tend to be less prejudiced on issues dealing with verbal skills and grade level achievement. Elementary school teachers, it was suggested, unlike high school or college instructors, are very often forced to be aware of the wide-ranging needs of students, needs which go well beyond the boundaries of mathematics, social studies, or English.

High school teaching background is also given high marks as preparation for the teaching task in the community college. Breadth of experience and the capacity to relate to students are associated with secondary school teaching. Something needs to be done, I was told repeatedly, to develop people who have this ability to relate to students and enough formal background to take care of the technical requirements.

The teacher in the community college is also a manager of learning. In a world exploding with knowledge he can not expect to serve as a conveyor of information. His role is to provide leadership to the participants in the learning experience as they shape up their objectives, and to assist in tailoring educational programs to achieve the objectives. He helps to make available resources which will be useful to the student: information through computers or books or tapes, laboratory equipment, and perhaps work-study opportunities. He participates in the process by which evaluation is conducted on a continuing basis so that learners are able to correct errors and identify deficiencies. The teacher, in fact, is a manager of learning.

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Effective Planning Among Program Areas in Two-Year and Four-Year Institutions

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I want to make some general comments in the area called for—"Effective Planning Among Program Areas in Two-year and Four-year Institutions." Today the community college is the focus of attention as it relates to the rest of the educational enterprise.

My first point is the breadth, scope and depth with which we should think in educational terms, in this educational arena. We need a lot of understanding and information, and perhaps some shaking up of tradition as we break out of the shell of our own little special interest group. The four-year institution or the two-year institution, or a vocational institution of some kind—that's the shell I'm talking about, because this concerns bridging some of the gaps between the segments and fragments of our educational system.

The next point I'd like to make is that we should throw open the doors and get the public involved. By "public" I'm referring to the people outside of the professional organizations, outside of the framework of the educational organizatons. I don't think we can continue, as we have much too often in the past, to act as a closed educational corporation and expect the money to flow to us.

I can illustrate. In my office recently, there were three psychologists who were disturbed about the fact that psychology, since about the middle twenties, has veered in a direction which laymen do not understand. They think psychology has something to offer to education. This was a discussion primarily of the school psychologist's position, but in the development of the discussion

they indicated the feeling that if they are to be effective, there must be a lot more connection, a lot more plugging in. They can't develop their own terminology and sort of bathe in their own remarks to each other. They've got to relate to the public; otherwise they're going to become more and more ineffective. These are their words, not mine.

I think research is doing the same thing. We've come a long way from a remark by a researcher from Ohio State, some years ago, who sat near me at a conference and said, "I don't really give a darn what you superintendents and educators and administrators want in the way of educational research. You may or may not get it. That depends on whether our research happens to fit into your needs or not." This is a man whom I would consider one of the ten leading educational researchers in the country. He has written, researched, and spoken on many important issues.

The third point I want to make is one that's very broad. We cannot continue to ignore the legislators, the general public, or each other in our various groups if we're to solve this problem of how to achieve effective planning between the different segments in our educational program, whether it's a two-year or four-year institution. Recently, on this same point, we had some flak in Tennessee on the legislative hill because some students who were leaving the community college two-year program to enter a four-year institution were having considerable difficulty. We need to get our heads together or we will get laws passed governing articulation. The legislators who were involved wanted to pass the law, and they wanted to pass it immediately.

But should there be any barriers? Where should the power in education be? Looking at the total educational scene, what does the public see? What did that legislator see when he looked at students who had just completed two years in a community college and couldn't go to another public institution? Whatever the reason for denial might have been, what did the legislators who were attending the hearing think about this particular subject? One of the things we said was that we would have a conference on the subject and see if we could remedy the problem. Maybe it's going to take a change in attitudes if decision making is going to move in the direction I am indicating.

Point number four, what is planning? We say in our title, "Effective Planning . . . " Incremental planning is day by day planning as events occur. So often we do not take the big leap, the quantum leap in our planning. We sort of react, and our planning is really putting pieces together that have been shattered

by someone else and we try to bring it all together. Then we do it again and again. So, day by day and week by week, programs and money and organizational structures develop haphazardly. They just come about because of our incremental kind of planning. We don't have the vision to know where we're going. We've got to see the necessity of the total process and necessity of planning in the total process. No longer can we withdraw. No matter in what field of education we might be, we should look at the whole structure—not here's K, here's first grade, here's the second and third and fourth and fifth, and so on. What we're really talking about is the linkage between us.

Sometimes within a given block of responsibility difficulty arises in the planning process. It may be on one campus, or it could have been in that problem the Legislature was trying to reveal to us. It could have been one individual on the faculty. Within the little block that you represent, whatever it is, the problem may be in existence. But also, the huge, the tremendous problem is the one of linking all of these together. I'll exaggerate. How are you linked to the kindergarten? Ever made a speech supporting it? We're talking about planning—educational planning. Does it make any difference to you just what the relationship between a community college and a technical institute happens to be? And of course, the obvious question is, does it make any difference to you what the relationship between a community college and a regional university or a senior university happens to be? I think our attitude should be one that encompasses this whole structure. We haven't had that in education. Only recently has this attitude been found in our master planning. The planning for higher education ought to be such that within that structure faculty members and staff people and college presidents all have a part to play. If something like a master plan is going to be handed down, we are in trouble. Acceptance today doesn't come from the basis of hand-me-down plans, and there will not be any articulation at any point unless the two segments get together. If it's the senior university's idea that we're going to demand a certain kind of articulation, that just isn't articulation. There's got to be some joint effort at that point.

I think our master plan for higher education in Tennessee will be a success to the extent that there will be many people who will be affected by it and who will contribute to the development of it, but this doesn't mean you're going to change things with the person who does not have expertise. The TEA legislative program is an example of the kind of planning we're trying to do.

For the first time, as far as I know, the legislative committee took some recognition of these blocks or compartments or pigeon holes of responsibility and decided that maybe when you sort out the responsibility, you ought to include some other people in your thinking. So, part one of the Tennessee Education Association's legislative program for this next year is directed to the Legislature because laws should be passed by them. But part two is the interesting part. It's longer and more comprehensive, really, than part one. It is directed to the State Board. That may be a historical and traditional departure. I don't believe the Tennessee Education Association has ever presented a program to the State Board of Education for its consideration. This departure is based on the belief that not all effective planning should be done in the halls of the Legislature or the Congress.

Here is a State Board. I think it's a very hopeful sign that the professional teachers' association would say, "Yes, here is a part of the planning process. We're really going to get this moving the way we should, using people in certain areas tied to the total process." It's a very commendable, complimentary procedure that the Tennessee Education Association should present part two to the State Board of Education. Now, I want to consider the whole structure. For some little tyke, bright-eyed, entering the kindergarten program, that program is the "entrance" for him. He is going to move through the structure, and the community college is going to get him, hopefully still bright-eyed, still wanting to learn and still full of curiosity. The phrase is "student mobility with a minimum of penalty." It's about time that we thought about the individual who is progressing through the educational process.

Our fifth point is the rare opportunity of the community college in this whole process. This nation can't survive if we relegate our higher education to a lower level of consideration and priority than other segments of the system. In the community college movement we could develop a new breed of educator without getting rid of the oldsters. Those who have served education for many, many years can adapt to and adopt some of the characteristics of this new breed of educators. The old breed did a lot of talking, a lot of speech making about articulation and about individual differences. And all kinds of philosophical platitudes rolled off of our tongues with ease, rapidity and relish, but not too much was ever accomplished .

The era that I'm talking about is one that will be action oriented, and I think that in Tennessee, where the community college idea is relatively new, we're not too traditionally oriented

in the program except as we borrow some traditions. Some states have had the community college system for a long time, and maybe their traditions are fine. But we're just really on the threshold of being able to use some of the new developments in education to cause us to move in the direction in which education ought to move, particularly in Tennessee. We're as much aware as some of the other southern states of our relative national position as far as finances are concerned. I think the dollars will come when we once get our philosophy arranged. The legislator more and more is active in this process.

There's more difficulty in getting certain legislative programs approved as we would like to have them. In some respects this is very good because we're taking a good, sharp look at what we're doing. I think we should develop some excitement on the part of the public for a change instead of decrying the fact that it "ain't the way it used to be," when we had a lot to say as educators about what we could do. I have found legislators very amenable to suggestions, and I've found that they have a deep desire, most of them, to use data, statistics, and information. Our thought processes about education ought to be quite sound if we're to transfer them to the places of power where dollars are going to be provided for these educational systems that we serve.

In these blocks that I see which constitute the educational system, some of the areas are unique and ought to remain so, and be understood as unique by the rest of the educational fraternity. For example: I don't like the expression "junior college." I dislike very much some of the actions we take from time to time to still give us a *junior* status. More and more we're going to find that this is not a good role for us to play in the community college movement. Here in Tennessee, I think that if we conclude our governance progress on the basis of this new Board of Regents, we've made a mistake. If it's a step upon which we can take an additional step, and then another step, I think it will be a great thing. But the step we took was to combine and include, and already on the matter of fees this is difficult. The four-year institutions have an impact on those just below. Even a sixth grade teacher will very seldom tell the fifth grade teacher how much she appreciates what she did for one of the pupils. There is a lot of criticism in our educational process of one group by another. Observe the extent to which higher education for years had almost absolute control, and still has some, of the secondary program. Senior universities should not have too much to say about what happens in the community colleges. If we're going to articulate and plan, let's bridge these gaps without a

lot of prestige labels, hard-nosed inflexible policies, standing on our prerogatives, and all the rest of it. There must be a shift in another direction if this effective planning is to come about.

One word about career education. I'm concerned that, again as people in education, we're not going to catch the full significance of the genuine, almost complete, revolution that career education can make in the educational scene. Already people are rolling career education around on their tongues. Some of them mean there's going to be an emphasis on the vocational, the occupational, and less emphasis on college preparation. They missed the definition completely. The U.S. Office of Education has had 16 conferences across the nation on the subject of career education.

Career education is not a new term. It's an older term, but it gets at some of the philosophies and some of the objectives that we've long held in education. In the new meaning there are two objectives: either a child is in school or he is working. He's either in school or he's out of school. No drop-outs, because he's going to be in some career of some kind—some productive kind of career. He can enter, and maybe leave at the end of the tenth year because he's trained in some trade. He's sixteen years of age. Maybe he has a job but comes back in to the school without too much difficulty. Entrances and exists are possible by millions of children and young people and adults who are served by an educational enterprise. Everything is career. No longer will we be talking in terms of college preparation and vocation because everything is career-oriented. In this way we can wipe out some of our non-professional techniques. We can develop a kind of cohesiveness and the single kind of planning that will diminish the difficulties between the various areas and segments of education. The emphasis will be on the individual. Do your homework, so that when you're called upon as individuals from one of these segments of the structure to help with the planning of the statewide career education program, you will have done your lessons and you can make a contribution to the kind of a program you can have in your state under the flag of career education.

If we make as much effort on the new concept of career education in the next fifteen or twenty years as we have made on the desegregation process since 1954, it will probably solve both of the problems, along with many others in education. I think that this particular concept removes all barriers for the student. He moves and flows through with complete articulation on the basis of his program and not that of synthetic or imposed stand-

ards. I think our programs ought to be student-oriented programs focused on articulation. Admission drops out of the picture under career education. A lot of tradition is going to fall by the wayside.

Education has had really tough sledding in the last decade of the 60's. We've a whole quarter of a century ahead of us. Community colleges stand where the high schools did fifty years ago and ought to be completely free. As far as I'm concerned, we've gone with an increase in fees for the community colleges for the last time. I would hope we have a lot of support. What are we saying? Where are we going? Where are we going with community colleges? Where are we going with UT? Where are we going with that second grade reading program? There's a time for doing that *reassessment* and that *rededication* of our efforts to the *total program of education.*

Recommendations From Work Groups

	Chairmen	*Recorders*
1. Career Programs	Carroll Marsalis	Bill E. Gooch
2. Humanities	Orvill Moffitt	Tom Deaton
		Harry Nickens
3. Career Programs	James Coburn	Buddy Kelly
4. Career Programs	Nolen Bradley	Yvonne Pettis
5. Social Science	Roy Lillard	Paul Goldberg
6. Social Science	W. R. Majors	K. R. Sargent
7. English	Elizabeth Wooten	Louise Roberts
8. English	James Amburgey	Darrell Linthacum
9. Science and Math	Harold Underwood	Richard Blackburn
10. Science and Math	Robin Pierce	Paul Inscho
		Irene Millsaps

Analysis of reports from group chairmen and recorders provided the recommendations summarized below. Some of these are in the form of principles; others are in the form of specific proposals for action. Appreciation is expressed to Dr. Ohmer Milton of the UT Learning Research Center, and to Mr. Everett L. Honaker, Jr., of the UT Admissions and Records office for assistance in the preparation of the summary.

1. Consideration of an individual student should take precedence over other concerns, and structures and mechanisms should not interfere with student needs.
2. Somehow, there must be more leadership in the state. Inter-institutional cooperation could be exercised in creating a task force to consider such problems as course credit, course content, transfer or credits, and retention of students. There could be more visits and more conferences among the various institutions; these should involve faculty members.
3. The word "terminal" in certain of the community college programs should be eliminated.
4. Each four-year institution should prepare a list of courses that could serve as substitutes for those required.
5. At least three task forces should be created to study these areas: 1) a system whereby all could know how well students from the community colleges progress in the four-year institutions, 2) problems connected with recording and reporting grades, and 3) catalogs.

6. There should be planned articulation and communication efforts on an annual basis, at the least. Students, chairmen, and faculty should be foci.
7. A coordinating agency should deal with the transferability of credit among the various institutions. This recommendation is based upon the conviction that we must become more flexible than we now are.
8. Curriculum planning should not occur in isolation; greater visitation from campus to campus would help to prevent this.
9. On senior college days at the community colleges, a variety of officials should be included, for example, departmental leaders; the burden for these programs should not be the sole responsiblity of "admissions."
10. Groups of community college students should be taken for visits to four-year institutions.
11. Admissions officers at the four-year institutions should utilize academic departments in interpreting transcripts.
12. The senior colleges should review their curricula much more frequently than is now the case.
13. All four-year schools should prepare and distribute credit equivalency sheets.
14. There should be more state-wide meetings among divisions and departments; such meetings have been occurring in English for a number of years.
15. Recognizing that there is a distinction between the roles and philosophies of the two-year and four-year institutions, we urge the continued acceptance and appreciation of these distinctive emphases.
16. The larger colleges and universities should designate a particular individual as the contact person for the two-year college transfers; the contact person would serve as a sort of ombudsman, in that he would serve the often frustrated student rather than serving the institution. This person should have not only specialized knowledge, but an over-all view as well.
17. Efforts should be made to minimize the distinctions between lower and upper division courses, except where prerequisites can be stated and defended.
18. All the colleges should work more closely with the high schools.
19. The universities should accept the A.A. degree as *bona fide* evidence that a student has completed two years of college work.

20. The two-year colleges should receive more feedback about their students' performance in the four-year institutions.
21. Agreements need to be reached about transfer credit when the credit has been awarded in non-traditional ways, for example, CLEP.
22. Curricula alterations in all the schools should be made available more quickly than at present, and should receive wide publicity.
23. Community/Junior Colleges might offer more survey courses that cover the major professional specializations that carry on to the baccalaureate level. These should be credited toward the degree upon transfer.
24. The Community/Junior Colleges are rethinking the nature of general education and career education, and their efforts must be encouraged rather than impeded by the four-year institutions. Greater flexibility in recognizing transfer credits can help.
25. Our state-wide collaborative machinery for improving our inter-campus relationships should include representation from faculty and students as well as administrators.
26. Finally, and in summary, we find three major concerns in the relations between the two-year and four-year campuses:
    a. Need for greater understanding of the distinctions in role and scope, of the two distinctions;
    b. Need for improved communication among the instructional areas, especially in the transfer of credits; and
    c. Need for improved administrative machinery for converting recommendations into policy and procedure.

Conference Summary

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In capsulating this conference, I will present statistics about attendance followed by a description of the tone of the meeting, as I perceived it.

Forty-nine institutions of higher education were represented (there were 22 at the 1971 Conference):

Four-year institutions	30
Two-year colleges	15
Out-of-state colleges	4

Also, the State Department of Education and five other agencies were represented.

The 235 participants held the following positions:

President	8
Admissions Officers (Deans, Directors, and others)	40
Other Deans & Directors	35
Departmental and Divisional Heads or Chairmen	40
Faculty	45
Graduate Students	25
Members, State Department of Education	7
Unclassified	35

As for the tone, especially refreshing to me was a remarkable absence of educationese and jargon, those dearly beloved terms which so often obfuscate issues rather than clarifying them. Moreover, many of the practices both within and among institutions were labeled for just what they are, Mickey-Mouse ones.

While Commissioner Stimbert insisted that our concept of education must change, it appeared, judging from what many other observers said, that the change is now in process. In this regard, the change seems to be a decreasing concern about selection and credentialing and a movement toward emphasis upon learning. In this context, what I have chosen to call the Symbol Scramble came in for considerable criticism. There were numerous assertions that the A through F's, the SP's, SF's, X's, I's and others must be discarded—and not replaced.

On the whole, there was a positive air about this meeting in contrast to the somewhat carping one of the previous year. I believe the positive tone has been reflected in the recommendation you have just heard. Finally, and the simplest way put, "the worm has turned"—four-year institutions are now on the defensive.

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